

University General Education Committee

Agenda

January 11, 2023

4:00-5:15p

DuPont 324, or via [Zoom](#)

1. Call to order 4:00pm
2. Present: Marc Williams (CAS - Chair), Leslie Martin (CAS - Secretary), Michael Reno (CAS), Robert Rycroft (CAS), Debra Schleef (ex-officio), Brian Ogle (ex-officio), Nicole Crowder (guest)
3. Gen Ed Assessment - Updates from Debra Schleef and discussion.

A. General discussion:

The charge of the University General Education Committee includes the following:

.4 Review and evaluate general education courses on a scheduled and on-going basis to ensure that courses continue to fulfill the relevant general education course criteria, making suggestions for course revisions or removal from the general education curriculum as appropriate;

However, the Gen Ed Committee does not currently have a process in place to regularly review assessment results for Gen Ed outcomes, and to encourage use of these results by departments and faculty, for continuous improvement.

Michael pointed out that many departments and faculty do respond to assessment results, but have not been reporting that action to Gen Ed, or any other entity.

Nicole indicated that this is something SACS would like to see occurring, which is another reason that developing a clear process of review and communication would be beneficial.

Debra emphasized that the goal of providing feedback to departments about Gen Ed SLO assessment results would be to encourage them to determine if there are changes they would like to make. Those decisions would of course remain with the departments/faculty themselves.

A question to consider is what the practice should be if only one discipline is below a given benchmark in a category, would we suggest reaching out to just that one discipline, or to the whole of the gen ed category? We will discuss this, and look at any available best practices.

Additionally, not all Gen Ed categories have established benchmarks yet; this committee should establish these. Nicole and Debra agree that 70-80% tends to be a common benchmark.

To inform subsequent discussion about these developing these processes, we will gather insights from SCHEV, AACU, and other likely source of best practices.

B. Review of Recent Gen Ed Assessment Reports

Although the committee reviewed and discussed these assessment reports, we did not take any actions, in the absence of an established process for doing so. We began the review process at our November 2022 meeting, examining AMW outcomes.

i. NATURAL SCIENCES:

Assessment data in this category comes from responses to questions on tests/lab tests at end of the semester.

The benchmark in Natural Sciences is 70% of students rated good (3) or excellent (4).

SLOs 1 and 2 are clearly being met well in recent years.

SLO 3 below benchmarks for several years; SLO 4 is not as much below benchmark, but is not as solid as 1 and 2.

Debra suggests that this data is particularly reliable and valid, especially because data collection has not changed in quite a few years. This, to her, suggests that SLO3 truly does need attention.

ii. DIVERSE AND GLOBAL PERSPECTIVES:

Debra shared the report on this category, and explained why this category has been challenging to get good assessment data for. Many of the assignments used for assessment did not seem to be well-aligned with assessment of the SLOs. In consultation with other stakeholders, Debra has provided DGP faculty

with additional suggestions for aligning assignments with SLO assessment, transparency with students about the SLOs and the rubric, and sharing information about the assignment used with those doing the assessment. The focus for this category is improving the quality of the data gathered, at this point.

This Gen Ed category needs to have a benchmark set.

iii. HUMANITIES:

Debra will revise this report and share it with us at our next meeting.

iv. ARTS & LITERATURE:

More about sharing assignments, rubrics. Instructors should share understanding on what categories mean, and set benchmark for this.

Outcomes are generally strong for the SLOs in this category. Collectively, the scores were lower in 2020-21 than in 2021-22.

As discussed in the report, there is some variation between disciplines in the scores, as well as between faculty in the same discipline. This could be a result of differences in how individual faculty assess their own students on these SLOs, or could reflect something else. She recommends departments try to achieve stronger interrater reliability, to control for that possible explanation.

This Gen Ed category needs to have a benchmark set.

v. BEYOND THE CLASSROOM:

This Gen Ed is assessed via a Qualtrics survey administered to students in the selected courses. The data clearly show the effectiveness of these courses in accomplishing the BTC SLOs.

This Gen Ed category needs to have a benchmark set.

Meeting Adjourned 5pm. Next meeting: Feb. 1, 2023 at 4pm.